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ABSTRACT

This book argues that higher education is fundamentally a moral enterprise that needs to be guided by commitments to what is morally right and fundamentally good. It takes issue with prevailing tendencies to give attention merely to what is intellectually warranted, operationally feasible, or superficially attractive to students who consider themselves more as consumers of educational wares than as aspirants to membership in a special guild. Sixteen chapters consider the purpose of education; education and selfhood; cognitive, affective, and kinesthetic skills in the wholeness of selfhood; the significance of the community for the institution of learning; frolic and celebration in the academy; grading and growth; curriculum boundaries and methodologies; certainty and doubt; scholarly style; scholarly ethos; pedagogical interaction; learning and social responsibility; power and credibility; the academy as neighbor and citizen; governance as communal responsibility; and policy study. Each chapter contains a list of references. (MDM)

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